



Course Outline
Canadian and World Issues: A Geographic Analysis, Grade 12 Academic
CGW4U
Fall/Winter 2014

Teacher:	Mr. Mooney
Email:	mmooney@torontoprepschool.com
Textbook:	<u>Global Connections: Canadian and World Issues 2nd Ed.</u> Bruce Clark & John Wallace, Pearson, 2009.
Credit Value:	1.0
Prerequisite:	Any university or university/college preparation course in Canadian and World Studies, English, or Social Sciences and Humanities
Wikispace:	http://tpsworldissues2014.wikispaces.com/home

Course Description: This course examines the global challenges of creating a sustainable and equitable future, focusing on current issues that illustrate these challenges. Students will investigate a range of topics, including cultural, economic, and geopolitical relationships, regional disparities in the ability to meet basic human needs, and protection of the natural environment. Students will use geo-technologies and skills of geographic inquiry and analysis to develop and communicate balanced opinions about the complex issues facing Canada and a world that is interdependent and constantly changing.

Overall Course Expectations

Geographic Foundations: Space and Systems

1. Explain how the earth's natural and human systems are interconnected in multiple, complex ways;
2. Analyse the causes and effects of economic disparities around the world;
3. Compare the cultural, economic, and political aspirations of selected groups and the effects of their actions on local, national, and global geographic issues.

Human-Environment Interactions

1. Analyse the impact of selected global trends on people and environments at the local, national, and global level;
2. Analyse geographic issues that arise from the impact of human activities on the environment in different regions of the world;
3. Evaluate approaches, policies, and principles relating to the protection and sustainability of the planet's life-support systems.

Global Connections

1. Analyse the influences that increase the interdependence of countries around the world;
2. Analyse instances of international cooperation and conflict and explain the factors that contributed to each;
3. Evaluate the social, economic, and environmental impact of the strategies for sustainable development implemented by a variety of individuals, organizations, and institutions.

Understanding and Managing Change

1. Analyse trends and predict changes in the human use of the earth and its resources;
2. Evaluate the cultural, economic, and environmental impact of changing technology;
3. Evaluate the effectiveness of short-term and long-term solutions to geographic problems and issues at the local, national, and global level.

Methods of Geographic Inquiry and Communication

1. Use the methods and tools of geographic inquiry to locate, gather, evaluate, and organize information;
 2. Analyse and interpret data gathered through research and investigation, using a variety of methods and geotechnologies;
 3. Communicate the results of geographic inquiries, using appropriate terms and concepts and a variety of forms and techniques.
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Unit Titles & Lengths

Unit	Length
1. Looking At The World	10 Hours
2. The Human Population	20 Hours
3. Economic Issues	20 Hours
4. The Earth In Balance	20 Hours
5. Conflict And Cooperation	20 Hours
6. Quality Of Life	10 Hours
7. Independent Study Unit	10 Hours
Total	110 Hours

Units Descriptions

Unit 1 – Looking At The World (10 Hours)

This unit serves as an introduction to the course, in which students will learn how to define and categorize issues. Additionally, students will examine the themes of globalization and sustainability – as these are the organizing principles of the course.

Unit 2 – The Human Population (20 hours)

The focus of this unit is demography, or the study of populations. Students will examine issues pertaining to over-population and under-population, growth trends, urban and rural populations, and human lifestyles.

Unit 3 – Economic Issues (20 Hours)

This unit allows students to examine various models of economic development and change, economic globalization, economic disparity, and the effects of international debt.

Unit 4 – The Earth In Balance (20 Hours)

The focus of this unit is the theme of sustainability. Specific topics will include land issues, forest issues, water issues, atmospheric issues, sources of energy and consumption, and climate change.

Unit 5 - Conflict and Cooperation (20 Hours)

Essentially this is a unit that studies geopolitics. Students will examine several types of conflict, terrorism, the global power structure, and various methods of solving conflict.

Unit 6 – Quality of Life (10 Hours)

This unit examines the varied experiences of people around the world and the way in which modernity has shaped them. Specific topics will include the globalization of disease, human rights issues, and various scales of inequality.

Unit 7 – Independent Study Unit (10 hours)

Students will work on the Think Globally, Act Locally Assignment. Students will choose a global issue of their choice, examine how it is expressed locally, and then take some form of action to combat it. Students will document their work and also write a reflective piece.

Assessment/Evaluation

Term Work: 70% (unit tests, assignments, quizzes, etc.)

Final Evaluation: 30% (final exam)

Breakdown:

Knowledge & Understanding 25%

Thinking & Inquiry 25%

Communication 25%

Application 25%

Class Expectations

1. You are expected to be on time for each class.
2. Textbooks and/or supplemental materials are to accompany you to each class.
3. You are responsible for taking lecture notes, as well as completing all homework found on the wikispace.
4. Homework will be checked daily and taken up in class.
5. If a test is missed, the student must bring a note from a parent/guardian stating the reason for the absence; otherwise the student will receive a zero.
6. It is your responsibility to catch up on all missed classes/assignments.
7. Refer to the Academic Due Date Policy sheet for specific guidelines regarding late assignments.

Extra Help: If at any point you are having problems with the materials and require assistance, please seek extra help immediately. I will be available from 9:00-9:55 AM each morning and after school by appointment. Please come prepared with specific things you would like to work on.

Required Materials

1. Textbook: Global Connections: Canadian and World Issues 2nd Ed. Bruce Clark & John Wallace, Pearson, 2009.
 2. Binder with lined paper.
 3. Pencils, pens, erasers, etc.
 4. MacBook/I-Pad.
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Academic Due Date Policy

All assignments and projects will have a due date.

The due date is the **beginning** of the period for that given class. For example if a project is due for the period one class it must be submitted at 10:00 AM, if it is due for the period four class on a Wednesday, then it is due at 2:49 PM.

The due date represents the date in which the assignment/project is due. Students should submit the assignment/project to their subject teacher on the due date. If a student does not submit the task on the due date the subject teacher will contact the parents/guardian to notify them of the outstanding work that day. The subject teacher will not provide support after the due date has passed.

Late marks will be deducted on late assignments. This strategy is in keeping with the Ministry's policy document "Growing Success". Late projects/assignments will be assessed at a reduction of **5% per day** for the first two days and **10% per day** after that to a maximum of **50%**. Each project will be assessed for the 100% of its original value, and late marks will be clearly stated on the final evaluation. After 6 school days, a student will receive a zero. Students are strongly encouraged to still hand in late projects for assessment and written feedback. A Saturday Club inclusion will be made within the 6 days.

Projects/assignments turned into the teacher after they have been marked and returned to students, will not be awarded a grade if the project/assignment is one the teacher believes can be copied from peers (at teacher's discretion), however, written feedback on the assignment will be given. (For example: journals, reflection pieces, etc.)

Extension Request Form

There is a procedure for students to seek relief from a due date and extend a deadline without academic penalty. In extraordinary circumstances, ***extensions may be granted, if an Extension Request Form is filled out by the student and signed by a parent and approved by the teacher at least one day before the due date.*** It is up to the discretion of the teacher and the school administration whether or not to accept the Extension Request. A student may request an extension to the ***maximum of 2 times in each course and for no more than 3 days.*** After the allotted time has passed and the assignment has not been submitted then late marks will be assigned. Our policy recognizes that extenuating circumstances may legitimately prevent a student from meeting a due date. The Extension Request Form may be garnered from the principal or vice-principal.

Illness/Doctor's Notes

If a student is absent on the due date, a doctor's note (or parental note in case of a family emergency) must be provided to the subject teacher in order for the student to submit the assignment. The assignment must be submitted upon the ***first day*** the student returns.

Parental Communication

Parents will be contacted if the assignment/project is not submitted on the due date.

Email receipt of Assignments

Since weekend days will be included in the late policy, the submitted time and date will be based on the time that the assignment arrives in the teacher's email in-box.